Draft

Rhode Island Statewide Accountability System

Technical Bulletin

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Chapter 1: Overview

1.1 Federal Mandate for a State Accountability System

As part of its *Every Student Succeed Act State Plan*, the Rhode Island Department of Education (RIDE) has developed and implemented a new Statewide Accountability System. The Every Student Succeeds Act (ESSA section 1111(c) and (d)) requires the state to demonstrate that it is implementing a single statewide accountability system "that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress" toward attainment of long-term academic achievement goals established by the state. In accordance with ESSA, the state accountability system will

- be based on the academic standards and academic assessments adopted by the state,
- be the same accountability system for all local educational agencies in the state,
- include sanctions and rewards the state will use to hold local educational agencies accountability for student achievement and for ensuring that they are making adequate yearly progress.

In addition, ESSA requires that the state accountability system include the following technical characteristics:

(i) applies the same high standards of academic achievement to all public elementary school and secondary school students in the State;

(ii) is statistically valid and reliable;

(iii) results in continuous and substantial academic improvement for all students;

(iv) measures the progress of public elementary schools, secondary schools and local educational agencies and the State based primarily on the academic assessments described in paragraph (3);

(v) includes separate measurable annual objectives for continuous and substantial improvement for the achievement of all public elementary and secondary students in the state and for each of the following groups of students:

1. economically disadvantaged students;
2. students from major racial and ethnic groups;
3. students with disabilities; and
4. students with limited English proficiency;

(vi) includes graduation rates for public secondary school students

(vii) includes at least one other academic indicator, as determined by the State for all public elementary school students; and at the State's discretion, may also include other academic

indicators, as determined by the State for all public school students such as achievement on additional State or locally administered assessments, decreases in grade-to-grade retention rates, attendance rates, and changes in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses.

1.2 Purpose of the Technical Report

The purpose of this 2018 State Accountability System Technical Report is to document the technical quality and characteristics of the state accountability system, to present evidence of validity, reliability, and fairness, and to provide adequate information to support the state's goal for maintaining a system that is transparent and easily understood.

This report is intended primarily for educators, policymakers, the general public, and other key stakeholders of public education in Rhode Island. Its purpose is to provide the information and evidence those individuals need to have confidence in the technical quality of the state accountability system. Although the report will address topics in statistics and educational measurement, it does not assume that readers are experts in those areas. As much as possible, this report will include definitions and explanations needed to support the understanding, interpretation, and use of the information provided in the report.

1.3 Organization of the Technical Report

This report is designed to provide multiple levels of information about the technical quality of the State Accountability System. That includes providing background information regarding the design of the system, descriptions of the major components of the system, a summary of results from the current year, and detailed information regarding how accountability scores and ratings were determined for the current year.

This chapter provides a brief overview and introduction to the state accountability system and to the report. Chapter 2 provides a detailed description of the state accountability system, including a discussion of the ways in which the system was designed to support accountability at all levels of the public education system – state, local educational agency, school – for the continuing improvement of all public school students in Rhode Island. It includes a discussion of how results are combined across indicators to arrive at overall ratings for schools. Chapter 3 provides an overview and description of each of the indicators used in the system in the current year. It includes a discussion of evidence of the technical quality of each indicator and, as appropriate, will include references to relevant external reports and documents providing such evidence. Chapter 4 provides an overview of the levels of

comprehensive and targeted support and intervention required by the Every Student Succeeds Act as a consequence of the state accountability system; and includes a detailed description of how schools are identified for each level of support and intervention in the current year. Chapter 5 provides a state level summary of accountability system results for the current year. It includes descriptions and discussions of results for all students as well as for subgroups of students on the overall system and for each of the indicators.

In addition to the content provided in the chapters described above, this Technical Report will include a set of appendices. The primary purpose of the appendices will be a) to share more technically-oriented evidence regarding the technical quality of the state accountability system and b) to share the detailed rules used to generate scores and ratings on each of the state accountability system indicators.

Chapter 2: Rhode Island State Accountability System

2.1 Foundations of the Rhode Island State Accountability System

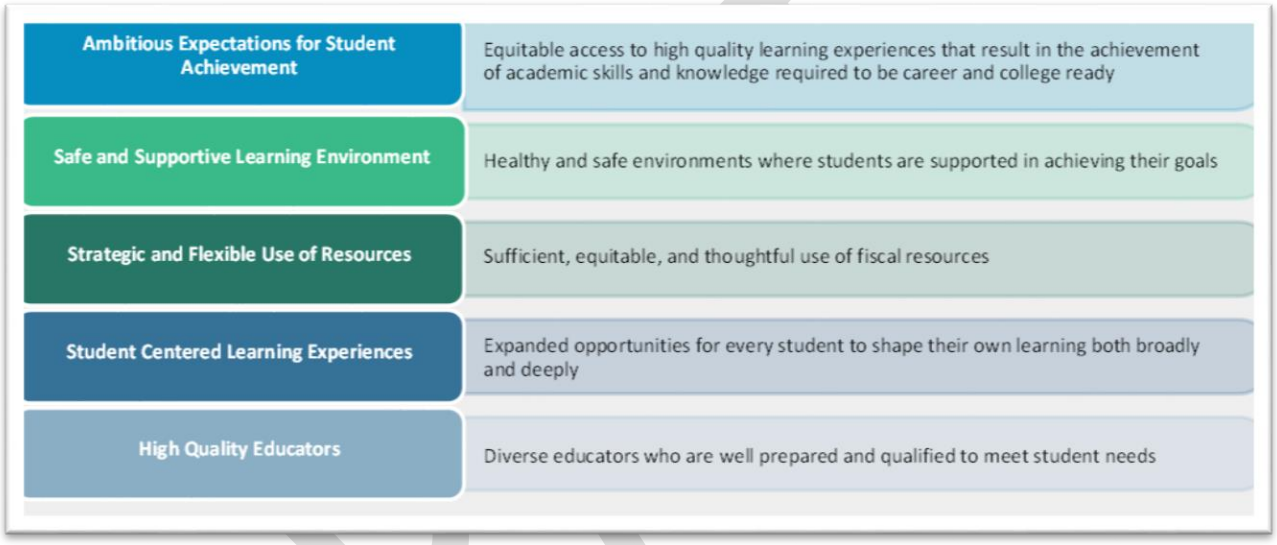
Rhode Island's accountability system is structured to activate collective responsibility for continuous improvement at all levels of education – the state, LEA, and school. To empower Rhode Islanders to take on this responsibility, Rhode Island's accountability system includes three components:

1. A prudent set of measures that differentiate school performance;
2. A classification system that places each school in one of five levels based on a set of rules that prioritizes proficiency and growth; and
3. A robust set of information within the state, LEA, and school ***report cards*** that will further inform needs assessments and improvement planning.

The report card, rather than the school classification, is the primary means of communicating school success to parents and the broader community.

Each component of the accountability system is designed to be **comprehensive, valid, reliable, accessible**, and **responsive.** Rhode Island's **comprehensive** accountability system includes measures that address the five categories inherent to a well-rounded education: Ambitious Expectations for Student Achievement, Safe and Supportive Learning Environment, Strategic and Flexible Use of Resources, Student-Centered Learning Experiences, and High Quality Educators. A smaller set of well-developed measures is used to determine school classifications to ensure the classifications are **valid** and **reliable**.

While the smaller numbers of measures are strong indicators of a well-rounded education, they do not represent the full range of information necessary to support school improvement. A broader range of measures will be included in state, LEA, and school report cards. Through clear and transparent school classifications, as well as well-designed report cards, the system will be **accessible** and easily understood by school leaders, educators, and community members. The school, LEA, and state report cards will provide the information necessary to be **responsive** to the needs of students and schools.
RIDE will revisit funding opportunities via federal and other funding sources based on the context and changing needs of the state as we revisit and update our plan on an annual basis. **Five Categories Inherent To A Well-Rounded Education**



2.2 Establishment of Long-Term Goals

Rhode Islanders together demand an educational system that holds high expectations for all students, regardless of income or background; is responsive to students' individual needs; and pushes the boundaries of imagination and innovation to create better learning conditions for students and educators (Rhode Island Strategic Plan for K-12 Education, 2015). In support of this and in line with Governor Gina Raimondo's Reading by Grade Three plan, Rhode Island set its long-term goal at 75% of students attaining proficiency on the state assessments in English language arts and mathematics by 2025.

We understand that academic success in early education is key to persistence through secondary and postsecondary years. The Reading by Grade Three plan is aligned with Governor Gina Raimondo's higher education attainment goal, **70 by 25**. The goal of 70% of Rhode Islanders attaining a postsecondary certification, degree or credential by 2025, while ambitious, reflects the statewide priority of expanding

opportunities for all students. Rhode Island is committed to ensuring that students are prepared for college and careers and to making postsecondary opportunities more accessible and affordable through statewide partnerships such as our dual and concurrent enrollment programs, P-Tech and work-based learning opportunities. We are building a seamless PK-20 system that not only supports a strong Rhode Island economy, but also strengthens communities and families.

Rhode Island's companion guide to this ESSA state plan, Creating Pathways to Opportunity in Rhode Island, sets forth our collective aspirations for Rhode Island's students and schools, including and beyond the long-term goals set forth in this plan. This document provides context for this plan, sets forth our values and priorities in more detail, and documents our ongoing commitment to stakeholder engagement.

Based on the spring 2016 results of the state assessments, 38% of students in grades three through eight and high school are proficient in English language arts and 31% are proficient in mathematics. These ambitious goals require a 12% annual decrease in the gap to 75% mathematics proficiency and a 10.7% annual decrease in the gap to 75% English language arts proficiency for all students and for each subgroup of students in the state.

When examining historical assessment results with previous state assessments as well as NAEP, it is evident that these ambitious goals call for a larger increase in proficiency rates than Rhode Island has previously achieved in the same number of years.

Rhode Island set ambitious goals by requiring an annual percentage decrease in the gap to 75% proficiency each year for all students and for each subgroup of students in the state. By requiring the same percentage decrease, subgroups with larger proficiency gaps are required to make larger increases in the percentage of students attaining proficiency each year than groups with smaller gaps. Rhode Island's goals required significant progress in closing statewide proficiency gaps in order for 75% of students to be proficient by 2025. In addition, using this methodology, some subgroups of students' progress will need to continue past 2025 to achieve a 75% proficiency rate.

2.3 Accountability for the Education of All Students

A core purpose of the state accountability system is to ensure that all public school students are provided the supports and opportunities needed to attain the state's academic achievement standards. Results for each component of the accountability system will be calculated and reported for each of the following critical communities of students within the states.

(i) Racial/Ethnic Groups

Rhode Island will continue to report results for the same racial and ethnic subgroups it has used previously for assessment and accountability reporting:

- American Indian or Alaska Native,
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- Two or more races
- White

(ii) Students with Disabilities

(iii) English language learners

(iv) Students who are economically disadvantaged

Rhode Island will also provide performance data in its report cards for the including following subgroups: students experiencing homelessness, students in foster care, students in the juvenile justice system, and military dependent students.

2.4 Minimum number of Students

A minimum number of 20 students with valid results will be required before results are used for accountability purposes for any of subgroups of students listed above. A minimum number of 20 students allows for maximizing the inclusion of all students, enhancing the validity within the accountability system, while still ensuring reliable accountability determinations for each subgroup.
As described above, Rhode Island's determination of 20 as the minimum number of students for the purposes of school accountability is based on consideration validity, reliability, and fairness. The number is sufficient to yield statistically reliability information and to ensure the maximum number of subgroups of students is included at the school level. Rhode Island has applied this minimum for many years and has ensured that this threshold reflects an optimal balance between reliability and validity by analyzing both the reliability and representativeness of the accountability system results.
In addition, to ensure the inclusion of all subgroups of students in the accountability system as well as to enhance the reliability of results, Rhode Island will aggregate results across two or three years in cases where a particular subgroup does not contain 20 students within a single year.
Rhode Island will report on groups with a minimum of 10 students with valid results, even though groups with 10-19 students will not be used for accountability determinations. This smaller number is used across Rhode Island elementary and secondary education reporting to protect student confidentiality. The lower number for reporting allows local education agencies, schools, and

communities to access useful data, even though schools are neither rewarded nor penalized for these data.

2.5 Indicators and Assignment of Star Ratings

School classifications under the new state accountability system will be presented as star ratings (★). Schools will be awarded a rating from one star (★) to five stars (★★★★★) based on their overall performance across all of the indicators in the accountability system, with five stars indicating the highest level of performance.

Indicators

The accountability system includes five categories of Indicators, most of which are federally mandated under the Every Student Succeeds Act (ESSA). The five categories are Academic Achievement, Growth, English Language Proficiency, Graduation Rate, and School Quality and Student Success. The specific indicators included in the School Quality and Student Success category are determined by the state. For 2017-18, the School Quality and Student Success indicators included in the state accountability system are Exceeds Expectations, Student Absenteeism, Teacher Absenteeism, and Suspension. Additional college and career readiness indicators will be added to this category in future years.

Note that some indicators such as Graduation Rate or English Language Proficiency may not apply to all schools, either because they don't carry the grade levels necessary for an indicator or because they have too few students to be evaluated in the current year. Schools are evaluated only on the basis of their performance on the Indicators that apply to them. Schools are neither rewarded nor penalized for Indicators on which they are not evaluated in a particular year.

Schools are awarded points based on their performance on each indicator within the accountability system. The table below provides an overview of each of the indicators in the accountability system and the number of points awarded for that indicator. A more detailed description of each indicator is provided in Chapter 3.

2017-18 State Accountability System Indicators			
Category	Indicator	Points	Source of data
Academic Achievement	English Language Arts Achievement	1-4	State Assessment
	Mathematics Achievement	1-4	State Assessment
Growth	English Language Arts Growth	1-3	State Assessment
	Mathematics Growth	1-3	State Assessment
English Language Proficiency	Progress toward English Language Proficiency	1-4	WIDA ACCESS Assessment
Graduation Rate	Composite Graduation Rate	1-5	Data collected from schools
School Quality and Student Success	English Language Arts Exceeds Expectations	1-3	State Assessment
	Mathematics Exceeds Expectations	1-3	State Assessment
	Student Chronic Absenteeism	1-3	Data collected from schools
	Teacher Chronic Absenteeism	1-3	Data collected from schools
	Student Suspension	1-3	Data collected from schools

Star Ratings

Schools are awarded a rating of one to five stars based on their performance on each of the indicators on which they are evaluated in the current year. Performance across the set of School Quality and Student Success indicators is combined for the determination of a star rating. Also, for some ratings,

performance across achievement and growth is combined to determine a rating. In all other cases, each indicator is considered on its own.

The table below shows how performance on each of the indicators is converted to a Star Rating of one to five stars. Schools earn the highest star rating where their performance on every applicable indicator is at that row or above. A brief description of three of the Star Rating categories is provided below as a guide on how to read the table.

Five Stars (★★★★★)

To receive the highest rating of five stars, a school must earn at least 3 points in each subject area in Achievement, at least 2 points in each subject area in Growth, at least 3 points in English Language Proficiency (if applicable), at least 4 points in Graduation Rate (if applicable), and at least 12 points across the set of School Quality and Student Success Indicators. Note that to receive a five star rating a school many not have any low performing subgroups.

Three Stars (★★★)

A school receiving rating of three stars must earn at least 7-11 points across the four achievement and growth indicators. For example, earning 2 points in achievement and growth in both English Language Arts and Mathematics would yield a total of 8 points. A three star school must also earn at least 3 points on Graduation Rate, and at least 7-9 points on the set of School Quality and Student Success Indicators.

One Star (★)

A school receiving a rating of one star has earned the lowest possible number points (1 point) on for achievement and growth in both ELA and math, or 1 point on graduation. If growth is not available, a school receives a rating of one star by earning the lowest possible number of points for achievement in each subject.

Star Rating	Achievement – ELA and Math (Max. 8 Points)	Growth – ELA and Math (Max. 6 Points)	English Language Proficiency (Max. 4 Points)	Graduation Rate (Max. 5 Points)	Exceeds Expectations, Absenteeism, & Suspension (Max. 15 Points)	# of Low-Performing Subgroups
★★★★★	6-8 points (3-4 per subject)	4-6 points (2-3 per subject)	3-4 points	4-5 points	12-15 points**	None
★★★★	5-6 points (2-4 per subject)		2 points		10-11 points**	1 subgroup
★★★	7-11 total points*			3 points	7-9 points**	More than 1 subgroup
★★	5-6 total points*		1 point	2 points	5-6 points**	
★	2 points	2 points		1 point		

* Schools missing growth have alternate cut points for levels 2 and 3 under achievement and growth. Those are: 3-star level: 4 points, 2-star level: 3 points.

** Schools missing one or more 'School Quality and Student Success' indicator have alternate cuts for the second to last column. Those are: 4 indicators available: 5-star level: 10-12 points, 4-star level: 8-9 points, 3-star level: 6-7 points, 2-star level: 4-5 points; 3 indicators available: 5-star level: 8-9 points, 4-star level: 7 points, 3-star level: 5-6 points, 2-star level: 3-4 points; 2 indicators available: 5-star level: 5-6 points, 4-star level: 4 points, 3-star level: 3 points, 2-star level: 2 points.

Chapter 3 Indicators

A key factor in maximizing the technical quality of each of the indicators is to ensure the accuracy of the data that is used to compute each indicator. The procedures used to collect, validate, and process all of the data prior to its use in the accountability system are critical to producing results that are valid, reliable, and fair for all schools.

As an additional step to promote the accuracy of the calculation of points awarded for each indicator, all steps necessary to calculate the points awarded for each indicator were independently replicated by associates from the National Center for the Improvement of Educational Assessment.

RIDE is committed to quality data collection and reporting. Enrollment, attendance and graduation data are submitted by the district through RIDE's eRIDE collection portal. Authorized users are permitted real-time access to data to ensure accuracy and consistency. Data discrepancies are flagged for users daily. Final data are signed off by each superintendent via electronic signature. The superintendent's signature verifies that the district is in agreement with the numbers collected and reported.

Indicator – Academic Achievement Indicator – Academic Proficiency Index

Measuring the academic achievement of students in English language arts and mathematics is one of the federally required indicators for school accountability systems under the *Every Student Succeeds Act*. As required by law, student academic achievement is determined by the performance of students in grades 3 through 8 and high school on state assessments in English language arts and mathematics. Rhode Island set its long-term goal at **75% of students attaining proficiency on the state assessments in English language arts and mathematics by 2025**.

<u>Academic Proficiency Index</u>

Progress toward the long-term goal of 75% of students attaining proficiency is based on annual academic achievement as measured by the Academic Proficiency Index. The academic proficiency index is based on student achievement on English language arts and mathematics assessments in one of three assessment programs the state assessment system comprises.

Rhode Island Comprehensive Assessment System (RICAS) – for all students in grades 3 through 8 not eligible to participate in an alternate assessment.
SAT – for students in grade 11 not eligible to participate in an alternate assessment.
Dynamic Learning Maps – for students in grades 3 through 8 and grade 11 with significant cognitive disabilities eligible to participate in an alternate assessment.

The RICAS, DLM, and SAT are all new Rhode Island state assessments starting in 2017-18.
English language arts and mathematics are calculated as separate measures, and points are assigned based on student achievement level on the English language arts and mathematics state assessments. Both RICAS and DLM have four performance levels with level three indicating proficiency. Rhode Island has established four performance levels for the SAT as well, with level three, which corresponds to the college-and-career ready benchmark established by the College Board, indicating proficiency.

- Student performance at level three and four on RICAS, SAT, and DLM will be weighted one point.

- Student performance at level two on those assessments will receive a partial point. Based on previous assessments, Rhode Island weights the partial point for students at level two as one third of a point.
- Student performance at level one receives zero points.

An Academic Proficiency Index is calculated for all students and each subgroup within each school that meets the state's minimum n-size of 20 students. A school's Academic Proficiency Index is calculated by summing all student points and then dividing by the greater of 95% of all students (or, when disaggregating data, 95% of all students in the subgroup) or the number of students participating in the assessments.

Beginning in 2019, two years of data will be combined for calculation of each school's Academic Proficiency Index.

Each school earns one to four points each for Academic Proficiency in English language arts and mathematics, depending on their index score. Points are assigned according to the following chart. The highest amount of points is set to match Rhode Island's long-term goal of 75% proficiency by 2025.

Academic Proficiency Index	Academic Achievement Indicator Points
Less than 0.40	1
0.40 or more but less than 0.68	2
0.68 or more	3
Percent of students at level 3 or 4 is 75% or higher	4

Business Rules – Academic Proficiency

1. Remove all students not included in school accountability computations.
    a. Students not enrolled for a full academic year (October 1 through end of testing window)
    b. Students in their first year of enrollment in school in the United States (note: these students are required to participate in the mathematics assessments)
    c. Students exempted from the assessment for approved medical reason (determined separately for English language arts and mathematics)
2. For each test, determine whether eligible students participated in the test.
    a. Participant = student with a valid performance level of 1, 2, 3, or 4.
    b. Non-participant = student did not participate in assessment or has no performance level due to a test irregularity or otherwise.

3. For each content area, calculate the Participation Rate and determine if adjustments are needed to meet the federally mandated 95% threshold for the academic proficiency index.
    a. Total Number of Students = sum of students eligible for accountability
    b. Number of Participants = sum of Participants
    c. Participation Rate = Number of Participants / Total Number of Students
    d. If Participation Rate < .95
        i. Multiply the Total Number of Students by .95 to determine the Number of Students Needed to reach the participation rate of .95.
4. Calculate the number of students performing at each performance level.
    a. Sum of students performing at each level
5. Calculate the proficiency index
    a. If the Participation Rate < .95, adjusted number of students in Level 1 = Number of students at Level + Student Needed to reach Participation Rate of 95%. Round the number of students up to a whole number if it is a fraction.
    b. Calculate the Proficiency Index = (0*(# Level 1_adjusted) + 1/3*(# Level 2) + 1*(# Level 3) + 1*(# Level 4)) / (Participants + Students Needed for PR)
6. Calculate the percent proficient (levels 3 and 4).
    a. (# Level 3 + # Level 4)/ (Participants + Students Needed for PR)
7. Repeat step 5 for every subgroup in each school:
    a. Free or Reduced Lunch Status
    b. English Learners
    c. Students with Disabilities
    d. Race/Ethnicity
8. Determine accountability points for each school by recoding the academic proficiency index and percent proficient into the 4 levels prescribed by the rubric above.

School Quality and Student Success Measure – Exceed Expectations

One of the federal requirements for school accountability systems under the *Every Student Succeeds Act* is the inclusion of at least one indicator of "School Quality or Student Success". These measures are intended to allow states to go beyond traditional metrics such as standardized test scores and graduation rates to better understand meaningful differences among schools. Rhode Island has taken a multiple-metric approach to the School Quality and Student Success indicator requirement by including seven measures of this type in the accountability system. Three of the seven measures will be in place in 2018. One of the 2018 *School Quality or Student Success* measures is **Exceed Expectations**.

Exceed Expectations Measure

Rhode Island believes that it is important for schools to continue to support and encourage all learners to achieve at the highest level. The Exceed Expectations Measure measures the percent of students exceeding expectations on the Rhode Island Comprehensive Assessment System (RICAS), Dynamic Learning Maps (DLM), and SAT assessments (i.e., performing at Level 4 as described for the academic proficiency index). English language arts and mathematics are calculated as separate measures.

Beginning in 2019, two years of data will be combined for calculation of each school's Exceed Expectations Measure.

Consistent with previous state assessments, there is modest range in percent of students who exceed expectations on the 2018 state assessments among schools. In order for this measure to allow for meaningful differentiation of schools, each school earns one to three points for Exceed Expectations in English language arts and mathematics according to the following chart.

Percent Exceeds Expectations	Exceed Expectations Points
Less than 2.0%	1
At least 2.0% but less than 10.0%	2
10.0% or more	3

Business Rules – Exceed Expectations

1. Include students identified as Participants for computation of the Academic Proficiency Index.
    a. Students eligible to be included in accountability ratings who have a valid test score (determined separately for English language arts and mathematics).
2. Calculate the percentage of students who Exceed Expectations on each test
    a. Percentage Exceeds Expectations = Number of Students performing at Level 4 / Participants

Indicator – Student Growth Index

As part of the federal requirements for school accountability systems under the *Every Student Succeeds Act*, states are required to identify an academic indicator for schools with students at grades 3 through 8 in addition to achievement on the state assessment, referred to as the *other academic indicator*. The law also allows states, at their discretion, to include a measure of student growth as part of the

academic achievement indicator, for high schools. Rhode Island has chosen to include a Student Growth Index as an indicator to meet both of those requirements.

Student Growth Index

A Student Growth Index will be calculated using Student Growth Percentiles. The Student Growth Percentile (SGP) methodology was developed by Damian Betebenner. An SGP describes a student's progress relative to their academic peers on the state assessment in mathematics and English language arts. Academic peers are students who have scored similarly on the state assessment in the past. Because all students' scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement. The Student Growth Index will include differential weights for low, typical, and high growth on the state assessment.
A school's Student Growth Index is the average of the student weights for students with available SGPs. Low growth is defined as an SGP below 35. Typical growth is defined as an SGP 35 or higher and below 70. High growth is defined as an SGP greater than or equal to 70.

Student Growth Percentile (SGP)		**Student Weight**
Low	< 35	0
Typical	>= 35 AND < 70	1
High	>= 70	2

Each school earns one to three points for Student Growth in English language arts and mathematics, depending on their index score. Points are assigned according to the following chart.

Student Growth Index	**Student Growth Indicator Points**
Less than 0.85	1
0.85 or more but less than 1.10	2
1.10 or more	3

For students in grades four through eight student, growth is based on student performance on the 2018 RICAS assessment and their prior performance on the state assessment. For high school students, student growth in 2018 is based on grade 10 student performance on the 2018 PSAT and their prior performance on the state assessment. Note that beginning in 2019 high school growth will be based on student growth from the PSAT in grade 10 to the SAT in grade 11.

Business Rules – Student Growth

1. Remove all students not included in school accountability computations.

a. Students not enrolled for a full academic year (October 1 through end of testing window)
b. Students without a valid score on the 2018 state assessment. (determined separately for English language arts and mathematics)
c. Students without a growth score (determined separately for English language arts and mathematics)
    i. Includes students who do not have a valid score on the 2017 state assessment for any reason.

2. Calculate the number of students with Low, Typical, and High student growth.
    a. Sum of students each level of growth
3. Calculate the student growth index
    a. Total Number of students with growth scores = sum across the number of students with Low, Typical, and High Growth.
    b. Calculate the Student Growth Index = (0*(# Low growth) + 1*(# Typical growth) + 2*(# High growth)) / (Total Number with students growth scores)
4. Repeat step 5 for every subgroup in each school:
    a. Free or Reduced Lunch Status
    b. English Learners
    c. Students with Disabilities
    d. Race/Ethnicity
5. Determine accountability points for each school by recoding the student growth index into the 3 levels prescribed by the rubric above.

Indicator – Progress in Achieving English Language Proficiency (ELP)

Measuring the progress of English learners in reaching English Language Proficiency is one of the federally required indicators for school accountability systems under the *Every Student Succeeds Act*. This indicator is based on student annual progress on the state-adopted English Language Proficiency assessment, the WIDA ACCESS 2.0. Rhode Island has determined a set number of years that each entering student has to reach proficiency based on the initial composite score on the ACCESS 2.0, with a maximum of six years (see table below). The progress in achieving ELP indicator measures the adequacy of each student's annual progress toward proficiency.

	Annual Growth Target *(SS: Scale-Score; AT: Attainment Target)*				
Initial ACCESS Composite Proficiency Level	Year 2	Year 3	Year 4	Year 5	Year 6
4.8 or Higher					
4.0 – 4.7	Initial scale-score (SS) plus SS progress to reach attainment target (AT) divided by two	AT: Scale-score for 4.8 two grades out			
3.0 – 3.9	Initial SS plus SS progress to reach to AT divided by three	Year 2 SS plus SS progress to reach AT divided by two	AT: Scale-score for 4.8 three grades out		
2.0 – 2.9	Initial SS plus SS progress to reach to AT divided by four	Year 2 SS plus SS progress to reach AT divided by three	Year 3 SS plus SS progress to reach AT divided by two	AT: Scale-score for 4.8 four grades out	
1.0 – 1.9	Initial SS plus SS progress to reach to AT divided by five	Year 2 SS plus SS progress to reach AT divided by four	Year 3 SS plus SS progress to reach AT divided by three	Year 4 SS plus SS progress to reach AT divided by two	AT: Scale-score for 4.8 five grades out

Each student's annual growth target is calculated by subtracting the student's previous year scale score from the scale score necessary for proficiency, and dividing the difference by the remaining number of years required to reach proficiency. This method allows for a variable growth trajectory depending on each student's progress over time, while still requiring that the proficiency target be reached within the required number of years.

At the student level, the English Language Proficiency Progress Index scores range from 0.00 to 1.10 according to the following rules:

- Zero points are assigned to students who demonstrated no growth or negative growth,
- 0.01 to 0.99 points are assigned to students who demonstrated growth towards the target, and
- 1 to 1.1 points are assigned to students who reached (1.0) or exceeded the target (1.01 to 1.10) with a bonus for exceeding the target up to 1.10.

A school's English Language Proficiency Progress Index is the mean of student index scores. Accountability points are awarded based on this percentage according to the table below. Note however that the metric changes at Level 4. Schools with at least 75% of students meeting their progress target will be awarded four points.

Elementary School Cuts	
School Index Score	**ELP Progress Points**
Less than .65	1
.65 or more but less than .85	2
.85 or more	3
Percent of students who met annual target if 75% or more	4

Middle and High School Cuts	
School Index Score	**ELP Progress Points**
Less than .60	1
.60 or more but less than .80	2
.80 or more	3
Percent of students who met annual target if 75% or more	4

K- 8 School Cuts	
School Index Score	**ELP Progress Points**
Less than .63	1
.63 or more but less than .83	2
.83 or more	3
Percent of students who met annual target if 75% or more	4

K-12 School Cuts	
School Index Score	**ELP Progress Points**
Less than .62	1
.62 or more but less than .82	2
.82 or more	3
Percent of students who met annual target if 75% or more	4

Business Rules – Progress in Achieving English Language Proficiency (ELP)

1. Include all students with at least one subtest in 2017 and at least one subtest in 2018
    a. Calculate composite level for students who did not take at least one subtest by averaging the scale scores of the subtests they did complete.
    b. Remove any students who reached the proficiency level (4.8) in 2017
2. Calculate the target score for each student by dividing the target proficiency scale score by the number of years left to meet proficiency
    a. Note that that the scale score needed to reach proficiency varies by grade level.
3. Calculate the growth ratio for each student by dividing their actual scale score growth (composite score in 2018 minus composite score in 2017) by their target score.
    a. Convert the ratio in to the student index by reducing the range of scores to 0.0 – 1.10.
4. Create a variable that indicates whether or not each student met their growth target (student index of <1.0 = did not meet, student index of >=1.0 = target met).
5. Aggregate the student-level file by school to calculate the average student index and the percentage of students meeting their target for every school with at least 20 students.
6. Repeat step 5 for every subgroup in each school:
    a. Free or Reduced Lunch Status
    b. English Learners
    c. Students with Disabilities
    d. Race/Ethnicity
7. Determine accountability points for each school by recoding the average student index and percentage of students meeting the target into the 4 levels prescribed by the rubric above.

School Quality and Student Success Measure – Student Suspension

The **Student Suspension Measure** reports the number of out of school suspensions per 100 students pre-kindergarten through grade twelve. The rate is calculated by dividing the total number of suspensions by the total number of students enrolled and multiplying this by 100. Students who are suspended have lower student achievement and are more likely to be retained and drop out of school. In Rhode Island, males, students of color, students with disabilities, and students who are economically disadvantaged are more likely to be suspended (InfoWorks! 2015).

In order to determine if this measure allows for meaningful differentiation of schools, an analysis of historical student out of school suspension data was conducted. The analysis demonstrates that there is a large range in suspensions per 100 students among schools (0 per 100 to over 600 per 100 students).

The per-100 rate of student suspensions at the 25th percentile of schools is 3.7 and is 53.25 at the 75th percentile of schools. Additional analysis at the elementary, middle, and high school level reveals that there is differentiation at all levels, although more differentiation at the middle and high school levels. This measure will be calculated and reported annually for the all-student subgroup, as well as disaggregated for each major subgroup of students in the state for all schools.

Accountability points for the Student Suspension measure are awarded based on the rate of school suspensions per 100 students according to the following table below.

Out of School Suspensions Per 100 Students	Suspension Points
10.0 or more	1
5.0 or more but less than 10.0	2
Less than 5.0	3

Business Rules – Student Suspension

1. Flag qualifying instances of suspension
    a. Count only out-of-school suspensions (Discipline= “Suspended/Out-of-School”)
    b. Where students are enrolled in the school of suspension (NotEnrolled = “N”).
2. Aggregate the student-level file by school code and school year and include following variables:
    a. School name
    b. Sum of suspension incidents in school
    c. Year
3. Merge the following variable from aggregated enrollment file into aggregated suspension file
    a. Average daily membership (adm), the average number of students enrolled on any day (sum of pupil field)
4. If adm>= 10, calculate the suspension rate: (sum of out-of-school suspension incidents / average daily membership) *100.
5. Repeat steps 3-6 for every subgroup in each school:
    a. Free or Reduced Lunch Status
    b. English Learners
    c. Students with Disabilities
    d. Race/Ethnicity
6. Merge final results for all students and all subgroups in master school-level file. Limit to schools with enrollment data for the reporting year.

7. For schools and subgroups with average daily membership (adm) < 20, add the previous year's data. If with two years of data, there are still fewer than 20 students, add a third year of data (the year before the previous year). If with three years of data, this school or subgroup still has less than 20 students, it will not be included in accountability.
8. Determine accountability points for each school by recoding the suspension indicator for all students into the 3 levels prescribed by the rubric above.

School Quality and Student Success Measure – Student Chronic Absenteeism

One of the federal requirements for school accountability systems under the *Every Student Succeeds Act* is the inclusion of at least one indicator of "School Quality or Student Success". These indicators are intended to allow states to go beyond traditional metrics such as standardized test scores and graduation rates to better understand meaningful differences among schools. Rhode Island has taken a multiple-metric approach to the School Quality and Student Success requirement by including seven measures of this type in the accountability system. One of these measures is Student Chronic Absenteeism.

The Student Chronic Absenteeism Measure represents the percentage of students who are chronically absent in gradesK-12. The definition of chronic absenteeism is a student absent at least 10% of school days for which they are enrolled. This measure is an important signal to include within school accountability as research shows the student chronic absenteeism is a primary cause of low academic achievement and a powerful predictor of those students who may eventually drop out of school. Nationally and in Rhode Island, chronic absenteeism is most prevalent among low-income students. Therefore, directly addressing student chronic absenteeism at the school level has the potential to improve equity in educational access and outcomes. In addition, our youngest students (kindergarten) and oldest students (high school) tend to have the highest rates of chronic absenteeism.
Rhode Island uses the following cut scores for student chronic absenteeism.

Elementary and Middle Schools:

Percent Chronically Absent (Student)	Student Chronic Absenteeism Points
15.0 or more	1
5.0 or more but less than 15.0	2
less than 5.0	3

High Schools:

Percent Chronically Absent (Student)	Student Chronic Absenteeism Points
20.0 or more	1
10.0 or more but less than 20.0	2
less than 10.0	3

K-12 Schools:

Percent Chronically Absent (Student)	Student Chronic Absenteeism Points
16.6 or more	1
6.6 or more but less than 16.6	2
less than 6.6	3

High Schools:

Percent Chronically Absent (Student)	Student Chronic Absenteeism Points
18.3 or more	1
8.3 or more but less than 18.3	2
less than 8.3	3

Business Rules – Student Chronic Absenteeism

1. Remove students who are not part of accountability for this measure
    a. Limit dataset to only Kindergarten – 12th grade.
        i. remove any pre-kindergarten students from dataset (grade = PK or PF)
    b. Limit dataset to students who have one of the following enrollment types:
        i. Enrolled in a GED program
        ii. Enrolled in a transition program
        iii. Enrolled in an alternate learning program
        iv. Enrolled in an outplacement program
        v. Enrolled in a regular public school
        vi. EXCLUDE: home schooled
2. Flag students who are chronically absent
    a. Calculate attendance rate = DaysInAttendance / DaysOfMembership
    b. Create chronically absent variable identifying students whose attendance rate is .90 or less
        i. Exclude students whose membership is less than 90 days
3. Aggregate the student-level file by school code and school year and include following variables:
    a. School name
    b. Sum of chronic absent students in school
    c. Sum of pupil value for all students in school
4. If the sum of the pupil variable is less than 20, include data from 2016-2017

    a. If the sum of the pupil variable continues to be <20, include data from 2015-2016
    b. If the sum of the pupil variable continues to be <20, exclude this school from chronic absenteeism for accountability determinations
5. Calculate the percentage of students chronically absent in the school: (sum of the chronically absent students divided by the sum of the pupil variable for each school)* 100
6. Repeat steps 3-5 for every subgroup in each school:
    a. Free or Reduced Lunch Status
    b. English Learners
    c. Students with Disabilities
    d. Race/Ethnicity

7. Include final results in master school-level file that includes variables representing chronic absenteeism for all students and each subgroup.
8. Determine accountability points for each school
    a. Use grade span rubrics to assign points, according to the relevant grade span
    b. For K-12 and 7-12 schools, calculate a weighted accountability score by the proportion of students in each grade span

School Quality and Student Success Measure – Teacher Chronic Absenteeism

One of the federal requirements for school accountability systems under the *Every Student Succeeds Act* is the inclusion of at least one indicator of "School Quality or Student Success". These indicators are intended to allow states to go beyond traditional metrics such as standardized test scores and graduation rates to better understand meaningful differences among schools. Rhode Island has taken a multiple-metric approach to the School Quality and Student Success requirement by including seven measures of this type in the accountability system. Three of the seven measures will be in place in 2018. One of the 2018 School Quality or Student Success measures is **Teacher Chronic Absenteeism**.

The **Teacher Chronic Absenteeism Measure** will examine the percentage of teachers who are chronically absent. At the subgroup level, it considers how teachers are assigned by student subgroup. For each subgroup, the indicator is the proportion of teachers chronically absent assigned to that subgroup. Research shows that teacher absences, especially unexpected absences, have a negative impact on student learning. The definition of a chronically absent teacher is a teacher absent 10% or more of school days in a year. Teacher absenteeism calculations will not include time for approved professional development or long-term excused absences.

Rhode Island collects student and teacher course assignment data at an individual level. RIDE will use the course assignment data to find the percentage of teachers chronically absent affecting each student subgroup. Since this is collected at an individual level, Rhode Island will use the same definition to report this measure for student subgroups meeting the minimum n size. Teacher chronic absenteeism data will be reported for schools with at least 20 teachers.

Results will be calculated and reported annually for the all-student subgroup, as well as disaggregated for each major subgroup of students in the state for all schools. RIDE will have a complete year of data at the end of 2017-18. Analysis of data from the first half of 2017-18 suggests the following cut scores, which will be reset following completion of the 2017-18 data.

Percent Chronically Absent (Teacher)	Teacher Chronic Absenteeism Points
10.0 or more, or no data reported	1
5.0 or more but less than 10.0	2
<less than 5.0	3

Business Rules – Teacher Chronic Absenteeism

Phase 1 – Identify Percentage of Teachers in a School who are Chronically Absent

1. Include all certified teachers in the school who have been assigned students.
2. Identify days that teacher is absent
    a. For 2018, count only full-day, school day, non-administrative absences as a day absent.
    b. Verify pre-approved absences greater than five days. Confirm that a teacher absence codes as 'pre-approved greater than five days' is part of series of full-day absences occurring on six (6) or more consecutive school days.
3. Flag teachers who are chronically absent
    a. Calculate attendance rate = Days In Attendance / Days Assigned to Students
    b. Create chronically absent variable identify teachers who attendance rate .90 or less
4. Determine teacher full-time equivalent (FTE) percentage, including proportion of the school year worked = FTE while employed by school * Days Assigned to Students / Total Number of School Days
5. Calculate the FTE percentage of teachers in a school who are chronically absent.
    a. Total FTE = Sum of FTE across teachers within a school
    b. Chronically Absent FTE = Sum the FTE across teachers flagged as chronically absent
    c. Calculate percent FTE = Chronically Absent FTE / Total FTE
6. Determine accountability points for each school using cuts above.

Phase 2 - Compute the Teacher Chronic Absenteeism percentage for each subgroup

- Determine the number of students in each subgroup taught by each teacher (Lunch, LEP, IEP, Race7)

1. Match teacher assignment to student enrollment for each class section by Local Section ID
    i. Exclude students enrolled in a section for fewer than 30 days
    ii. Exclude teachers assigned to a section for fewer than 30 days
2. Aggregate across all sections assigned to the teacher to calculate the total number students assigned to the teacher and the number of students in each subgroup assigned to teacher
    a. Total Number of Students = Sum of all students assigned to teacher
    b. For each subgroup: Subgroup Number of Students = Sum of students in subgroup assigned to teacher
3. Compute the FTE percentage of students taught by a teacher who are in each subgroup
    a. For each subgroup, Percent Student Courses = Subgroup Number of Students / Total Number of Students
    b. For each subgroup multiply Percent Student Courses by Teacher FTE to calculate FTE Percent Student Courses
4. Calculate the FTE percentage of student courses in a school taught by a teacher who is chronically absent for each subgroup.
    a. Total FTE Student Courses = Sum of FTE Percent Student Courses across all teachers
    b. Chronically Absent FTE Student Courses = Sum of FTE Percent Student Courses across teachers flagged as chronically absent
    c. Calculate percent Chronically Absent FTE Student Courses = Chronically Absent FTE Student Courses / Total FTE Student Courses
5. Determine accountability points for each school using cuts above.

Indicator – Composite Graduation Rate

One of the indicators required and tightly defined by ESSA is high school Graduation Rate. The law requires that the indicator be based, at a minimum, on the four-year adjusted cohort graduation rate (ACGR) defined by the United States Department of Education and that the indicator annually computes the graduation rate separately for each subgroup of students included in the accountability system in addition to the overall graduation rate for all students.

The 4-year ACGR is the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort

that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die.

At the discretion of the state, a graduation rate indicator that includes students who take longer than four years to earn a high school diploma may also be incorporated into the state accountability system. Rhode Island has adopted such an approach. An ideal Rhode Island graduate is one who is well prepared for post-secondary education, work, and life. He or she can think critically and collaboratively and can act as a creative, self-motivated, culturally competent learner and citizen. Rhode Island values students graduating ready for the next phase of life, even if it requires longer than the traditional four-year timeline, The Composite Graduation Rate indicates the degree to which schools are successful in preparing students to achieve this vision.

The Composite Graduation Rate includes four-, five-, and six-year adjusted cohort graduation rates and each of the cohort rates are weighted equally to determine a school’s Composite Graduation Rate. For each school or LEA, this involves information on three different cohorts; the graduates and number of students in the four-year, five-year, and six year graduation cohorts are calculated. Then the number of graduates are summed and divided by the total number of students in the three cohorts. This weighted rate, which is used for school classifications, is referred to as the Composite Graduation Rate.

It is important to note that in any given year, the Composite Graduation Rate is based on three different cohorts of students. For example, the four-year adjusted graduation rate for students in the graduation class of 2017 is based on students who entered the ninth grade in the fall of 2014. The five-year adjusted graduation rate for 2017 is based on the cohort of students who would have completed five years of high school by spring 2017; that is, the cohort of students who entered the ninth grade in the fall of 2013. In the same manner, the six-year adjusted graduation rate for 2017 is based on students who entered the ninth grade in the fall of 2012.

An alternative approach would be to base the four-year, five-year, six-year, and composite graduation rates on a single cohort of students. That approach, however, would require a 3-year lag between when students complete four years of high school and when their graduate rate is included in the accountability system, 1 year as is the norm for collecting and reporting these data, and 2 years for the five- and six-year rates. That is, students in the graduating class of 2017 would not be included in the school accountability system until the 2020-2021 school year.

Rhode Island will use the following cut scores, which represent our long-term goal of 95% of students graduating by 2025, while allowing meaningful differentiation as schools approach that point.

Composite Graduation Rate	Graduation Points
<= 67% 4-Year Graduation Rate (not composite)	1
< 80% Composite Graduation Rate	2
>= 80% AND < 90% Composite Graduation Rate	3
>= 90% Composite Graduation Rate	4
>= 95% 4-Year Graduation Rate (not composite)	5

Rhode Island will also use alternate cuts for high schools that have 5- or 6-year programs and new schools which do not yet have enough cohorts for 5- and 6-year rates. These differentiated cut scores are meant to hold schools with non-stand graduation cohorts to a comparable standard to that presented above.

Graduation Points	Missing 4-year rate/Five Year Program	Missing 4- and 5-year rates/Six Year Program
1	< 72% 5-Year Graduation Rate	< 73% 6-Year Graduation Rate
2	>= 72% 5-Year Graduation Rate AND < 84% 5- and 6-Year Composite Graduation Rate	>= 73% AND < 84.5% 6-Year Graduation Rate
3	>= 84% AND <92% 5- and 6-Year Composite Graduation Rate	>= 84.5 AND < 92.5% 6-Year Graduation Rate
4	>= 92% 5- and 6-Year Composite Graduation Rate	>= 92.5% and < 96% 6-Year Graduation Rate
5	>= 96% 5-Year Graduation Rate	>= 96% 6-Year Graduation Rate

Graduation Points	Missing 5- and 6-year rates/New School – First Cohort	Missing 6-year rate/New School – Two Cohorts
1	<= 2/3 4-Year Graduation Rate	<= 2/3 4-Year Graduation Rate
2	> 2/3 AND < 72% 4-Year Graduation Rate	< 78% 4- and 5-Year Composite Graduation Rate
3	>= 72% AND < 86% 4-Year Graduation Rate	>= 78% AND <89% 4- and 5-Year Composite Graduation Rate
4	>= 86% AND < 95% 4-Year Graduation Rate	>= 89% 4- and 5-Year Composite Graduation Rate
5	>= 95% 4-Year Graduation Rate	>= 95% 4-Year Graduation Rate

Business Rules – Composite Graduation Rate

To compute the 4-year adjusted cohort graduation rates

1. Identify the students enrolled in each school who began ninth grade four school years earlier.

2. Determine the current status of those students:
    a. graduated in 4 years or less (exit class code=1)
        i. graduated in 5 years (exit class code=11) [used to compute the 5-year rate]
        ii. graduated in 6 years (exit class code=12) [used to compute the 6-year rate]
    b. dropped out (exit class code=2)
    c. completed GED/Other Credentials (exit class code=3)
    d. retained/still in school (exit class code=4)
    e. reached maximum age for services (exit class code=5)
    f. different cohort (exit class code=7, see key concept below)
    g. transferred to another LEA, out of public schools, out of State, died (exit class code=8)
    h. exited with unknown reasons (exit class code=9)
3. All students identified in Step 1 must have one, and only one, of the classification codes listed above.
4. Calculate the number of students who graduated in 4 years or less (exit class code = 1).
5. Calculate the number of students who dropped out, completed GED/other credentials, were retained/still in school, reached maximum age for services, or exited with unknown reasons (exit class code = 2, 3, 4, 5, or 9). These are the non-graduates in the cohort for whom the original school is still accountable.
6. Add the number of graduates in step 4 to the number of students who did not graduate in step 5.
7. Divide the number of graduates in step 4 by the number of students in step 6. This is the school's four-year adjusted cohort graduation rate.

To compute the 5-year and 6-year adjusted cohort graduation rates.

1. Identify the pool of students who belong in each 5-year or 6-year cohort; that is the students enrolled in each school who began ninth grade five or six school years earlier, as appropriate.
2. In Step 2, in addition to students who graduated in 4 years or less, include students who graduated in 5 years or 6 years, as appropriate.
3. All students identified in Step 1 must have one, and only one, of the classification codes listed above.
4. Calculate the number of students who graduated in 5 or 6 years or less (exit class code = 1, 11, or 12, as appropriate).
5. Calculate the number of students who dropped out, completed GED/other credentials, reached were retained/still in school, reached maximum age for services, or exited with unknown reasons (exit class code = 2, 3, 4, 5, or 9). These are the non-graduates in the cohort for whom the original school is still accountable.

6. Add the number of graduates in step 4 to the number of students who did not graduate in step 5.
7. Divide the number of graduates in step 4 by the number of students in step 6. Do not round. This is the school's four-year adjusted cohort graduation rate.

Check for small schools

1. If a school has fewer than 20 students total in the 4-year cohort:
    a. Include one additional 4-year cohort in the computation of the four-year adjusted cohort graduation rate.
    b. If the total number of students is still less than 20, include a second additional 4-year cohort in the computation of the four-year adjusted cohort graduation rate.
2. If a school has fewer than 20 students total across the 4-year, 5-year, and 6-year cohorts and/or fewer than 20 students total over 3 years of the 4-year cohort, it will not be included in accountability for this indicator.

To compute the Composite Graduation Rate:

1. Compute a weighted average of the 4-year, 5-year, and 6-year graduation rates, weighted by the number of students in each cohort.

Chapter 4 –Identification of Schools for Comprehensive or Targeted Support and Improvement

A primary function of the federal accountability system requirements under the Every Student Succeeds Act (ESSA) is to improve student academic achievement and school success by ensuring the appropriate identification of schools that are in need of support. ESSA designates three levels of support: comprehensive support and improvement, targeted support and improvement (TSI) for subgroups, and additional targeted support and improvement (ATSI). In accordance with federal requirements, Rhode Island has established the following processes for identifying schools for each level of support.

Comprehensive Support and Improvement

For 2018, to meet federal requirements Rhode Island will identify the following groups of schools for comprehensive support and improvement:

- The lowest performing five percent of all schools – including at least the bottom five percent of Title 1 schools – based on performance on all indicators in the accountability system.
- All high schools in the state failing to graduate one third or more of their students within four years.
- Any school with the lowest score for all applicable non-graduation indicators, and one or two points for graduation, if applicable

Rhode Island's methodology for identifying the lowest performing five percent of all schools in the state will utilize all accountability indicators. To identify schools in need of comprehensive support and improvement, Rhode Island will first narrow down to the one star schools as defined in the accountability system. If more than five percent of schools receive a one star rating and the lowest number of points possible on each indicator or paired sets of indicators, Rhode Island will further narrow down the identification of schools for comprehensive support and improvement to the lowest performing five percent of all schools in terms of growth and achievement in English language arts and mathematics on the state assessments.

Based on results for 2018, the lowest performing five percent of all schools were identified as the subset of schools receiving one star ratings which also failed to meet all of the following levels of performance in English language art and mathematics achievement and growth.

- English Language Arts Achievement Index: 35
- ELA Growth Index: 0.83
- Mathematics Achievement Index: 27
- Mathematics Growth Index: 0.81

Targeted Support and Improvement and Additional Targeted Support and Improvement

ESSA designates two categories of schools to be identified for targeted support and improvement. The first category includes schools with one or more "consistently underperforming" subgroups of students, based on all indicators in the state accountability system. These schools are identified for Targeted Support and Improvement (TSI). The second category of schools to be identified for additional targeted support and improvement (ATSI) includes schools in which any subgroup of students, if considered on its own, would be meet the criteria to be identified as a school in need of comprehensive support and improvement.

Rhode Island will identify school subgroups for Targeted Support and Improvement (TSI) if they meet the minimum n-size of 20 and meet the criteria for a one star rating based on the accountability system as if that subgroup were a school.

Rhode Island will identified school subgroups for Additional Targeted Support and Improvement (ATSI) if they meet the minimum n-size of 20 and also the conditions to be identified as in need of Comprehensive Support and Improvement if they were a school. This includes subgroups that meet any of the following conditions:

- Performing within the lowest five percent of all schools – including at least the bottom five percent of Title 1 schools – based on performance on all indicators in the accountability system.
- High school subgroups failing to graduate one third or more of their students within four years.
- Any subgroup with the lowest score for all applicable non-graduation indicators, and one or two points for graduation, if applicable

School Performance Descriptors	
5 Stars 	Schools with five star ratings have strong performance on all indicators in the school accountability system. These schools' performance falls in the top row of the School Classification Rules chart for every indicator. Overall achievement and growth in math and English language arts and the performance of subgroups of students is among the highest in the state. These schools also have the highest percentage of English learners making sufficient progress towards attaining English language proficiency. High schools with this classification have 90% or higher composite graduation rates. Finally, these schools also demonstrate strong performance in the Exceeds Expectations, Student Chronic Absenteeism, Teacher Chronic Absenteeism, and Suspension indicators. These schools would be in the top row for performance on the High School Graduate Proficiency, Post-Secondary Success, and Science Proficiency indicators as well when those indicators are added in future years.
4 Stars 	Schools with four star ratings perform generally well on all indicators in the accountability system. These schools' performance falls in the second row or above of the School Classification Rules chart for every indicator. Overall achievement and growth in math and English language arts is moderately high in comparison to all Rhode Island schools. These schools may have one subgroup identified for targeted support and improvement. These schools have a moderate to high percentage of English learners making sufficient progress towards attaining English language proficiency. High schools with this classification have 85% or higher composite graduation rates. Finally, these schools may have some weaknesses in exceeding expectations, student chronic absenteeism, teacher chronic absenteeism, and/or suspension rates. These schools would also be in the second row or above for performance on any additional indicators.
3 Stars 	Schools with three star ratings have some areas of weakness on school performance indicators in the school accountability system. These schools' performance falls in the third row or above of the School Classification Rules chart for every indicator. Overall achievement and growth in math and English language arts as well as English language proficiency is average, but these schools generally have at least one area of low performance in comparison to all Rhode Island schools. These schools may have multiple subgroups of students identified for targeted support and improvement. High schools with this classification have 80% or higher composite graduation rates. Finally, these schools often have some weaknesses in exceeding expectations, student chronic absenteeism, teacher chronic absenteeism, and/or suspension rates. These schools would be in the third row or above for performance on any additional indicators as well.
2 Stars 	Schools with two star ratings have weaknesses at the overall school level, likely in several of the indicators included in the accountability system. These schools' performance falls in the fourth row or above of the School Classification Rules chart for every indicator. Overall achievement and growth in math and English language arts as well as English language proficiency is low, but generally have at least one area of strength. Schools with two stars often have subgroups of students identified for targeted support and improvement. High schools with this classification may have composite graduation rates lower than 80%, but graduate at least two thirds of their students within four years. Finally, these schools often have weaknesses in exceeding expectations, student chronic absenteeism, teacher chronic absenteeism, and/or suspension rates. These schools would also be in the fourth row or above on any additional indicators.
1 Star 	Schools with one star ratings are the lowest performing schools in Rhode Island in terms of academic achievement growth in achievement in mathematics and English language arts. These schools perform in the bottom row of the School Classification chart for at least one indicator. Schools with one star often have multiple subgroups of students identified for targeted support and assistance. High schools with this classification may graduate less than two thirds of their students within four years. Finally, these schools often have weaknesses in exceeding expectations, student chronic absenteeism, teacher chronic absenteeism, and/or suspension rates. They may also have weaknesses on additional indicators added in future years.

Chapter 5. Summary of State Results

Chapter 5 will be added in the 12/19 release of this document.